
AGENCY OVERVIEW
201 Dept of Public Instruction

Date: 01/13/2011
Time: 11:09:44**Statutory Authority**

North Dakota Century Code Title 15.1.; Sections 25-06-02.1, 25-07-01.1 and 54-24-01. North Dakota Century Code 23-09-4-01 through 08. North Dakota Century Code 57-64.

Agency Description

The superintendent of Public Instruction enforces all state statutes and federal regulations pertaining to the establishment and maintenance of public schools and related programs, including:

- Supervising the provision of elementary and secondary education.
- Implementing a uniform system of school district accounting, budgeting, and reporting; and administering school district aid and transportation.
- Developing course content standards and assessments.
- Directing school district annexation, reorganization, and dissolution efforts.
- Collaborating with ITD and other governmental agencies to assist in the development of a Longitudinal Data System.
- Administering state and federal programs identified in state law.
- Serving as a member of the State Board of Public School Education, State Board for Career and Technical Education, Board of University and School Lands, Teachers' Fund for Retirement, Education Technology Council, and the High School Activities Association.
- Supervising the ND School for the Deaf, ND Vision Services/School for the Blind, and the State Library.
- Implementing and administering the ND Academic and ND Career and Technical Education Scholarship Programs.

Agency Mission Statement

To ensure a uniform, statewide system for effective learning.

Agency Performance Measures

The North Dakota Department of Public Instruction's 2006-2013 strategic plan for public education outlines strategic initiatives that focus on student achievement, community involvement, operational excellence and support. The following four goals have been established to provide us with a roadmap to success:

- Align all elements of public education to help students achieve academic success.
- Promote health and wellness initiatives that provide a safe and nurturing environment that encourages community involvement and embraces diversity.
- Ensure a comprehensive system of accountability for results-based decision making.
- Build capacity to ensure a uniform educational system that meets or exceeds established standards.

DPI's strategic plan development is ongoing. Our staff continues to develop timelines, desired outcomes, and performance indicators and to address barriers as they occur.

Major Accomplishments

1. Facilitated the development and drafting of a long-term, statewide education improvement plan to meet the numerous provisions of the American Recovery and Reinvestment Act (ARRA).
2. Conducted a statewide survey of effective teacher and principal evaluation practices in anticipation of establishing annual statewide reporting of teacher and principal evaluation information to the public.
3. Acquired two new federal grants: a \$6.7 million data quality grant to build a comprehensive K-12 data system, and a \$9.0 million state improvement grant (SIG) to assist schools identified as needing improvement.
4. Developed a statewide process to measure entry and exit functional skills of preschool children with individualized education plans (IEPs).
5. Participated in the development of common core standards (CCS) and Assessments in English language arts and mathematics.
6. Annually administered either the ACT or the WorkKeys assessments to all high school juniors to support the readiness and transition of students into college or work.

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7. Administered five grade-span state English language proficiency assessments to provide standardized measurement of English acquisition for the state's English language learner students.
8. Awarded school improvement funding to assist 62 low-achieving schools implement educational strategies and reforms aimed at raising student achievement levels and meeting adequate yearly progress.
9. Developed a statewide growth model accountability system as an alternative manner of determining school and school district progress for the purposes of reporting annual adequate yearly progress (AYP).
10. Established a statewide system of support to provide technical assistance to districts and schools identified as needing improvement.
11. Developed and wrote new standards for the state education improvement process (SEIP) to align state standards with accreditation standards.
12. Created regulations and resources for the ARRA which were published on DPI's website and disseminated to all schools.
13. Trained school district personnel to use the new state school aid payment system and created a web based state school aid payment program which allows school districts to view their payments and supporting calculations online.

Future Critical Issues**LOW PERFORMING STUDENTS - STRUGGLING SCHOOLS**

Public policies at both state and federal levels stipulate that all students receive a quality education that prepares them for their future education and work requirements. Attention is focused on the current status and growth of each student, the performance and support of all disadvantaged subgroups, the performance of each school and school district, and remedial supports provided to deficient or low-performing students, schools, and/or school districts. Where persistently low performance exists, the state must monitor and enforce certain improvement measures, corrective action, or possible restructuring.

Students with Disabilities and Students Raised in Poverty: Research shows that the increased cost to educate children raised in poverty is related to the number of years the children have spent in poverty. Studies found that three poverty related factors contribute to the skill and language deficits that shape children's kindergarten experiences: cognitive scores 60% lower than their more advantaged peers, single-parent structure, large family size and high residential mobility within rural areas. In addition, almost half of the achievement gaps seen in kindergarten can be attributed to family income, parent education and occupation. A high correlation exists between the vocabulary children hear at home and the vocabulary they use. Limited access to preschool, along with limited language development, contributes heavily to the poor standardized test performance of this subgroup. Highly mobile students may need up to ½ year to adjust academically.

Student Health and Academic Achievement: The connection between health and academics is a prominent key indicator of effective learning. Schools need comprehensive programs that address nutrition, physical activity, emotional wellness, health, parent and community involvement and personal student safety.

The Youth Risk Behavior Survey shows that while some ND risk behaviors have decreased, others remain significantly higher than national averages: ND students are at risk in multiple areas that affect their ability to learn, and demonstrate behaviors that may detrimentally affect their lifelong health habits. Schools need sound prevention programs to effectively combat the rising number of bullying, truant students and dropouts. Federal attention to skill development and attainment through the reauthorization of the Workforce Investment Act (WIA) promises to generate higher standards for curriculum and content standards and promote workforce readiness and career planning. A renewed federal emphasis on higher education is positive for the future of GED programs and Adult Learning Centers.

STUDENT ACHIEVEMENT

Scores for US students are in the lower third percentile of students in other developing nations. The ACT scores of ND students fall below regional averages. Schools need to be redesigned to focus on a standards-based teaching and learning cycle and to be open to investigating options for alternative methods of instructional delivery. Quality education in ND must include challenging state/core standards, accountability for results, a rigorous curriculum, effective teachers and leaders, adequate resources, and support of the entire community.

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Standards and Assessments: The National Governors' Association, the Council of Chief State School Officers, and an array of business and education stakeholders have advanced the need for states to adopt rigorous college- and career-ready content standards across all grades to ensure students are well prepared to enter either college or find meaningful work following high school. The vast majority of states have participated in the development of various multi-state consortia to develop and implement rigorous formative and summative assessments that are fully aligned to the Common Core Standards. North Dakota must continue to participate in such multi-state consortia to contribute to the design, deployment, and quality of these various assessments and to develop and sustain measurement tools and support systems as instructional aides.

Career Planning: Only 24% of North Dakota's high school graduates are prepared for college or work. North Dakota should provide academic and career assessment and counseling that is comprehensive, developmental and systemic from pre-school through post-secondary education to help students: enhance their academic achievement by linking classroom studies to future choices, achieve skills they will need to transition successfully to post-secondary education and work, and develop the skills needed to make informed decisions throughout life.

Emerging public policy identifies the graduation of all students as preeminently important for the well being of the Nation and encourages all students to continue their education, either through attendance at college or at a career and technical institution.

QUALIFIED AND EFFECTIVE TEACHERS AND PRINCIPALS

Define Effectiveness: Federal policies dictate that the state address the manner in which teacher and principal effectiveness is defined operationally and the manner in which evaluations are conducted and aggregately reported statewide. Emerging teacher and principal evaluation efforts identify the linkage of student achievement outcomes or student growth as a factor in the evaluation process. The state must provide the infrastructure to aid schools in measuring, using, and appropriately reporting such information.

Professional Development: Professional development is needed to assist teachers and education leaders prepare students for the future, while concurrently enhancing the economic development of North Dakota. The model for professional development should build capacity that will, in turn, create changes in teaching and leadership practices through the analysis of student data. The model should be systemic, sustainable and job- embedded with opportunities for coaching, practice and feedback.

North Dakota school demographics are in a transition period. Over the last 15 years, enrollment in public schools declined by 25,000 students. School districts declined by 70 over the same period. However, birth rates reached a record low in 2001 and have been rising slowly since then. Statewide projections show moderate enrollment increases over the next decade. The increases are expected to occur in North Dakota's major cities where 60% of the students are educated. Rural areas will continue to see declines, except for schools in oil producing counties. Undoubtedly the economic boom they are experiencing will impact their schools.

CURRICULUM ALIGNMENT

We must ensure that high schools are designed to provide challenging courses and that all students have access to curricula aligned with state standards. ACT tests indicate that North Dakota students need to be better prepared in math and science to adequately respond to projected labor shortages in North Dakota.

Instructional Materials: IDEA uses a scientifically valid framework (UDL) in the design of instructional materials and methods that makes learning goals achievable to individuals with wide differences in their abilities and maintains high achievement expectations for all students. The design provides a means for multiple learning and is based on the following core principles: learning is distributed across three networks — recognition (what of learning), strategic (how of learning) and affective (why of learning). The importance of the UDL design lies in its ability to accommodate all three networks and allows students to customize how they access instructional content and materials.

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Science, Technology, Engineering and Math (STEM): Teacher preparation in the methodology of STEM would enhance classroom instruction and engage students through project-based learning and by the blending of two or more of the STEM disciplines.

ADMINISTRATIVE ISSUES AND CONCERNS

The American Recovery and Reinvestment Act of 2009 (ARRA) provided states with more than \$100 billion in education funding, college grants and tuition credits, as well as funding for school modernization. Funding is provided to states in exchange for a commitment to make dramatic progress on ARRA education reforms. Incentive grants are available to be distributed on a competitive basis to states that most aggressively pursue higher standards, quality assessments, robust data systems and teacher quality initiatives.

Data Management: ARRA funding is also tied to the ten essential elements of a longitudinal data system, as identified by the Data Quality Campaign. The Department of Public Instruction received a \$6.7 million data grant from the federal government which uses local school district information to develop the K-12 elements of the ND Statewide Longitudinal Education Data System. This system helps assess a states effort to improve state academic content standards and student achievement. The state must continue to progress in achieving compliance with established criteria in the development of all its data management efforts.

Federal Funding: The proposed shift at the federal level to discontinue formula grants in favor of competitive grants is a serious concern for maintenance of current federal funding levels to ND schools. SEA staffing patterns do not currently allow either time or the expertise for competitive grant writing.

Policy Issues: Certain successful educational innovations may potentially conflict with the constraints of current educational policy. The state must provide for a means for school districts to advance and implement innovative practices and policies through the use of more liberal waivers of constraining policies.

REQUEST SUMMARY

201 Dept of Public Instruction
Biennium: 2011-2013

Bill#: SB2013

Date: 01/13/2011

Time: 11:09:44

| Description | Expenditures 2007-2009 Biennium | Present Budget 2009-2011 | Budget Request Change | Requested Budget 2011-2013 Biennium | Optional Budget Request |
|--|---------------------------------------|--------------------------------|-----------------------------|---|-------------------------------|
| By Major Program | | | | | |
| Admin and School District Support Services | 775,900,403 | 1,253,560,380 | (103,238,689) | 1,150,321,691 | 117,019,894 |
| Education Improvement | 174,322,446 | 274,684,955 | (14,879,153) | 259,805,802 | 5,421,290 |
| Administrative Services | 3,046,811 | 14,671,975 | (4,375,832) | 10,296,143 | 1,059,691 |
| Education and Community Support | 80,758,427 | 80,259,434 | 4,194,949 | 84,454,383 | 2,915,326 |
| Total Major Program | 1,034,028,087 | 1,623,176,744 | (118,298,725) | 1,504,878,019 | 126,416,201 |
| By Line Item | | | | | |
| Salaries and Wages | 10,631,984 | 13,654,455 | (70,534) | 13,583,921 | 23,931 |
| Operating Expenses | 15,922,169 | 31,270,801 | (4,344,480) | 26,926,321 | 8,320,087 |
| Grants-State School Aid | 736,438,152 | 808,370,295 | 0 | 808,370,295 | 109,089,183 |
| Grants-Special Education | 13,138,279 | 15,500,000 | 0 | 15,500,000 | 500,000 |
| Grants-Transportation | 33,500,000 | 43,500,000 | 0 | 43,500,000 | 5,000,000 |
| Grants-Supplemental One-Time | 0 | 85,644,337 | (85,644,337) | 0 | 0 |
| Grants-Supplemental Operations | 0 | 16,795,584 | (16,795,584) | 0 | 0 |
| Grants-Other Grants | 224,352,503 | 312,808,772 | (10,943,790) | 301,864,982 | 3,213,000 |
| Grants-Mill Levy Reductions | 0 | 295,000,000 | 0 | 295,000,000 | 0 |
| National Board Certification Fund | 0 | 500,000 | (500,000) | 0 | 0 |
| ATCS Review Panel | 0 | 0 | 0 | 0 | 300,000 |
| Transportation Efficiency | 5,000 | 30,000 | 0 | 30,000 | (30,000) |
| National Board Certification | 40,000 | 102,500 | 0 | 102,500 | 0 |
| Total Line Items | 1,034,028,087 | 1,623,176,744 | (118,298,725) | 1,504,878,019 | 126,416,201 |
| By Funding Source | | | | | |
| General Fund | 721,612,441 | 1,109,455,590 | (17,928,327) | 1,091,527,263 | 111,216,201 |
| Federal Funds | 235,329,383 | 426,109,646 | (100,370,373) | 325,739,273 | 0 |
| Special Funds | 77,086,263 | 87,611,508 | (25) | 87,611,483 | 15,200,000 |
| Total Funding Source | 1,034,028,087 | 1,623,176,744 | (118,298,725) | 1,504,878,019 | 126,416,201 |
| Total FTE | 94.75 | 99.75 | 0.00 | 99.75 | 0.00 |

REQUEST DETAIL

201 Dept of Public Instruction
Biennium: 2011-2013

Bill#: SB2013

Date: 01/13/2011
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| Description | Expenditures 2007-2009 Biennium | Present Budget 2009-2011 | Budget Request Change | Requested Budget 2011-2013 Biennium | Optional Budget Request |
|------------------------------|---------------------------------------|--------------------------------|-----------------------------|---|-------------------------------|
| Salaries and Wages | | | | | |
| Salaries - Permanent | 7,895,814 | 10,123,552 | (653,422) | 9,470,130 | 0 |
| Temporary Salaries | 49,829 | 66,812 | 347,988 | 414,800 | 69,720 |
| Overtime | 1,091 | 500 | (500) | 0 | 0 |
| Fringe Benefits | 2,685,250 | 3,463,591 | 235,400 | 3,698,991 | 6,972 |
| Reduction In Salary Budget | 0 | 0 | 0 | 0 | (52,761) |
| Total | 10,631,984 | 13,654,455 | (70,534) | 13,583,921 | 23,931 |
| Salaries and Wages | | | | | |
| General Fund | 2,885,780 | 4,218,617 | 118,257 | 4,336,874 | 23,931 |
| Federal Funds | 7,742,549 | 9,433,639 | (188,766) | 9,244,873 | 0 |
| Special Funds | 3,655 | 2,199 | (25) | 2,174 | 0 |
| Total | 10,631,984 | 13,654,455 | (70,534) | 13,583,921 | 23,931 |
| Operating Expenses | | | | | |
| Travel | 664,774 | 836,371 | 0 | 836,371 | 314,780 |
| Supplies - IT Software | 75,916 | 68,700 | 0 | 68,700 | 0 |
| Supply/Material-Professional | 247,018 | 147,312 | 0 | 147,312 | 0 |
| Miscellaneous Supplies | 12,308 | 61,500 | 0 | 61,500 | 0 |
| Office Supplies | 63,799 | 96,450 | 0 | 96,450 | 8,000 |
| Postage | 80,534 | 99,445 | 0 | 99,445 | 6,000 |
| Printing | 196,799 | 208,888 | (25,000) | 183,888 | 5,500 |
| IT Equip Under \$5,000 | 48,713 | 211,277 | 0 | 211,277 | 0 |
| Other Equip Under \$5,000 | 1,956 | 55,573 | 0 | 55,573 | 0 |
| Office Equip & Furn Supplies | 47,077 | 93,750 | 0 | 93,750 | 0 |
| Utilities | 10 | 0 | 0 | 0 | 0 |
| Insurance | 13,097 | 29,089 | 0 | 29,089 | 3,500 |
| Rentals/Leases-Equip & Other | 26,938 | 37,289 | 0 | 37,289 | 0 |
| Rentals/Leases - Bldg/Land | 211,402 | 236,915 | 0 | 236,915 | 0 |
| Repairs | 13,964 | 7,500 | 0 | 7,500 | 0 |
| IT - Data Processing | 657,445 | 1,201,629 | 0 | 1,201,629 | 769,000 |
| IT - Communications | 122,688 | 217,336 | 0 | 217,336 | 0 |
| IT Contractual Svcs and Rprs | 4,500 | 9,145,709 | (3,645,665) | 5,500,044 | 156,691 |
| Professional Development | 166,063 | 460,759 | 0 | 460,759 | 26,826 |
| Operating Fees and Services | 1,476,316 | 2,806,213 | 0 | 2,806,213 | 0 |
| Fees - Professional Services | 11,790,852 | 15,249,096 | (673,815) | 14,575,281 | 7,029,790 |
| Total | 15,922,169 | 31,270,801 | (4,344,480) | 26,926,321 | 8,320,087 |
| Operating Expenses | | | | | |
| General Fund | 2,889,366 | 3,716,594 | (525,000) | 3,191,594 | 8,320,087 |

REQUEST DETAIL

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Biennium: 2011-2013

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| Description | Expenditures 2007-2009 Biennium | Present Budget 2009-2011 | Budget Request Change | Requested Budget 2011-2013 Biennium | Optional Budget Request |
|-------------------------------------|---------------------------------------|--------------------------------|-----------------------------|---|-------------------------------|
| Federal Funds | 12,143,647 | 26,494,898 | (3,819,480) | 22,675,418 | 0 |
| Special Funds | 889,156 | 1,059,309 | 0 | 1,059,309 | 0 |
| Total | 15,922,169 | 31,270,801 | (4,344,480) | 26,926,321 | 8,320,087 |
| Grants-State School Aid | | | | | |
| Grants, Benefits & Claims | 736,438,152 | 808,370,295 | 0 | 808,370,295 | 109,089,183 |
| Total | 736,438,152 | 808,370,295 | 0 | 808,370,295 | 109,089,183 |
| Grants-State School Aid | | | | | |
| General Fund | 660,494,700 | 636,425,958 | 85,644,337 | 722,070,295 | 93,889,183 |
| Federal Funds | 0 | 85,644,337 | (85,644,337) | 0 | 0 |
| Special Funds | 75,943,452 | 86,300,000 | 0 | 86,300,000 | 15,200,000 |
| Total | 736,438,152 | 808,370,295 | 0 | 808,370,295 | 109,089,183 |
| Grants-Special Education | | | | | |
| Grants, Benefits & Claims | 13,138,279 | 15,500,000 | 0 | 15,500,000 | 500,000 |
| Total | 13,138,279 | 15,500,000 | 0 | 15,500,000 | 500,000 |
| Grants-Special Education | | | | | |
| General Fund | 13,138,279 | 15,500,000 | 0 | 15,500,000 | 500,000 |
| Federal Funds | 0 | 0 | 0 | 0 | 0 |
| Special Funds | 0 | 0 | 0 | 0 | 0 |
| Total | 13,138,279 | 15,500,000 | 0 | 15,500,000 | 500,000 |
| Grants-Transportation | | | | | |
| Grants, Benefits & Claims | 33,500,000 | 43,500,000 | 0 | 43,500,000 | 5,000,000 |
| Total | 33,500,000 | 43,500,000 | 0 | 43,500,000 | 5,000,000 |
| Grants-Transportation | | | | | |
| General Fund | 33,500,000 | 43,500,000 | 0 | 43,500,000 | 5,000,000 |
| Federal Funds | 0 | 0 | 0 | 0 | 0 |
| Special Funds | 0 | 0 | 0 | 0 | 0 |
| Total | 33,500,000 | 43,500,000 | 0 | 43,500,000 | 5,000,000 |
| Grants-Supplemental One-Time | | | | | |
| Grants, Benefits & Claims | 0 | 85,644,337 | (85,644,337) | 0 | 0 |
| Total | 0 | 85,644,337 | (85,644,337) | 0 | 0 |

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Biennium: 2011-2013

Bill#: SB2013

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| Description | Expenditures 2007-2009 Biennium | Present Budget 2009-2011 | Budget Request Change | Requested Budget 2011-2013 Biennium | Optional Budget Request |
|--|---------------------------------------|--------------------------------|-----------------------------|---|-------------------------------|
| Grants-Supplemental One-Time | | | | | |
| General Fund | 0 | 85,644,337 | (85,644,337) | 0 | 0 |
| Federal Funds | 0 | 0 | 0 | 0 | 0 |
| Special Funds | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 85,644,337 | (85,644,337) | 0 | 0 |
| Grants-Supplemental Operations | | | | | |
| Grants, Benefits & Claims | 0 | 16,795,584 | (16,795,584) | 0 | 0 |
| Total | 0 | 16,795,584 | (16,795,584) | 0 | 0 |
| Grants-Supplemental Operations | | | | | |
| General Fund | 0 | 16,795,584 | (16,795,584) | 0 | 0 |
| Federal Funds | 0 | 0 | 0 | 0 | 0 |
| Special Funds | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 16,795,584 | (16,795,584) | 0 | 0 |
| Grants-Other Grants | | | | | |
| Grants, Benefits & Claims | 224,352,503 | 312,808,772 | (10,943,790) | 301,864,982 | 3,213,000 |
| Total | 224,352,503 | 312,808,772 | (10,943,790) | 301,864,982 | 3,213,000 |
| Grants-Other Grants | | | | | |
| General Fund | 8,659,316 | 8,022,000 | (226,000) | 7,796,000 | 3,213,000 |
| Federal Funds | 215,443,187 | 304,536,772 | (10,717,790) | 293,818,982 | 0 |
| Special Funds | 250,000 | 250,000 | 0 | 250,000 | 0 |
| Total | 224,352,503 | 312,808,772 | (10,943,790) | 301,864,982 | 3,213,000 |
| Grants-Mill Levy Reductions | | | | | |
| Grants, Benefits & Claims | 0 | 295,000,000 | 0 | 295,000,000 | 0 |
| Total | 0 | 295,000,000 | 0 | 295,000,000 | 0 |
| Grants-Mill Levy Reductions | | | | | |
| General Fund | 0 | 295,000,000 | 0 | 295,000,000 | 0 |
| Federal Funds | 0 | 0 | 0 | 0 | 0 |
| Special Funds | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 295,000,000 | 0 | 295,000,000 | 0 |
| National Board Certification Fund | | | | | |
| Transfers Out | 0 | 500,000 | (500,000) | 0 | 0 |

REQUEST DETAIL

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Bill#: SB2013

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| Description | Expenditures 2007-2009 Biennium | Present Budget 2009-2011 | Budget Request Change | Requested Budget 2011-2013 Biennium | Optional Budget Request |
|--|---------------------------------------|--------------------------------|-----------------------------|---|-------------------------------|
| Total | 0 | 500,000 | (500,000) | 0 | 0 |
| National Board Certification Fund | | | | | |
| General Fund | 0 | 500,000 | (500,000) | 0 | 0 |
| Federal Funds | 0 | 0 | 0 | 0 | 0 |
| Special Funds | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 500,000 | (500,000) | 0 | 0 |
| ATCS Review Panel | | | | | |
| Fees - Professional Services | 0 | 0 | 0 | 0 | 300,000 |
| Total | 0 | 0 | 0 | 0 | 300,000 |
| ATCS Review Panel | | | | | |
| General Fund | 0 | 0 | 0 | 0 | 300,000 |
| Federal Funds | 0 | 0 | 0 | 0 | 0 |
| Special Funds | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 | 300,000 |
| Transportation Efficiency | | | | | |
| Grants, Benefits & Claims | 5,000 | 30,000 | 0 | 30,000 | (30,000) |
| Total | 5,000 | 30,000 | 0 | 30,000 | (30,000) |
| Transportation Efficiency | | | | | |
| General Fund | 5,000 | 30,000 | 0 | 30,000 | (30,000) |
| Federal Funds | 0 | 0 | 0 | 0 | 0 |
| Special Funds | 0 | 0 | 0 | 0 | 0 |
| Total | 5,000 | 30,000 | 0 | 30,000 | (30,000) |
| National Board Certification | | | | | |
| Grants, Benefits & Claims | 40,000 | 102,500 | 0 | 102,500 | 0 |
| Total | 40,000 | 102,500 | 0 | 102,500 | 0 |
| National Board Certification | | | | | |
| General Fund | 40,000 | 102,500 | 0 | 102,500 | 0 |
| Federal Funds | 0 | 0 | 0 | 0 | 0 |
| Special Funds | 0 | 0 | 0 | 0 | 0 |
| Total | 40,000 | 102,500 | 0 | 102,500 | 0 |

REQUEST DETAIL

201 Dept of Public Instruction

Bill#: SB2013

Date: 01/13/2011

Time: 11:09:44

Biennium: 2011-2013

| Description | Expenditures 2007-2009 Biennium | Present Budget 2009-2011 | Budget Request Change | Requested Budget 2011-2013 Biennium | Optional Budget Request |
|------------------------------|---------------------------------------|--------------------------------|-----------------------------|---|-------------------------------|
| Funding Sources | | | | | |
| General Fund | 721,612,441 | 1,109,455,590 | (17,928,327) | 1,091,527,263 | 111,216,201 |
| Federal Funds | 235,329,383 | 426,109,646 | (100,370,373) | 325,739,273 | 0 |
| Special Funds | 77,086,263 | 87,611,508 | (25) | 87,611,483 | 15,200,000 |
| Total Funding Sources | 1,034,028,087 | 1,623,176,744 | (118,298,725) | 1,504,878,019 | 126,416,201 |

CHANGE PACKAGE SUMMARY

201 Dept of Public Instruction

Bill#: SB2013

Date: 01/13/2011

Biennium: 2011-2013

Time: 11:09:44

| Description | Priority | FTE | General Fund | Federal Funds | Special Funds | Total Funds |
|--|----------|-------------|---------------------|----------------------|---------------|----------------------|
| <u>Base Budget Changes</u> | | | | | | |
| One Time Budget Changes | | | | | | |
| A-B 2 Federal Stimulus Funding - Grants | | 0.00 | 85,644,337 | 12,615,433 | 0 | 98,259,770 |
| A-E 1 Remove Prior Biennium One-Time | | 0.00 | (103,690,921) | (153,192,018) | 0 | (256,882,939) |
| Total One Time Budget Changes | | 0.00 | (18,046,584) | (140,576,585) | 0 | (158,623,169) |
| Ongoing Budget Changes | | | | | | |
| A-A 1 Federal Grant and Special Fund Adjustments | | 0.00 | 0 | 40,394,978 | 0 | 40,394,978 |
| Base Payroll Change | | 0.00 | 118,257 | (188,766) | (25) | (70,534) |
| Total Ongoing Budget Changes | | 0.00 | 118,257 | 40,206,212 | (25) | 40,324,444 |
| Total Base Budget Changes | | 0.00 | (17,928,327) | (100,370,373) | (25) | (118,298,725) |
| <u>Optional Budget Changes</u> | | | | | | |
| One Time Optional Changes | | | | | | |
| A-D 1 Education Standards and Practices Board IT | 1 | 0.00 | 200,000 | 0 | 0 | 200,000 |
| Total One Time Optional Changes | | 0.00 | 200,000 | 0 | 0 | 200,000 |
| Ongoing Optional Changes | | | | | | |
| A-C 1 General Fund Operating | 1 | 0.00 | 885,880 | 0 | 0 | 885,880 |
| A-C 2 General Fund Salary | 2 | 0.00 | 76,692 | 0 | 0 | 76,692 |
| A-C 3 MIS STARS Maintenance and Development | 3 | 0.00 | 878,000 | 0 | 0 | 878,000 |
| A-C 4 State Assessment System | 4 | 0.00 | 2,373,900 | 0 | 0 | 2,373,900 |
| A-C 5 Language Arts (Writing) Standards | 5 | 0.00 | 310,000 | 0 | 0 | 310,000 |
| A-C 6 Math and English Language Arts (Content Standard | 6 | 0.00 | 650,000 | 0 | 0 | 650,000 |
| A-C 7 Foreign Language and the Arts (Standards Revisio | 7 | 0.00 | 590,000 | 0 | 0 | 590,000 |
| A-C 8 Adult Education Funding | 8 | 0.00 | 1,800,000 | 0 | 0 | 1,800,000 |
| A-C 9 NDMILE | 9 | 0.00 | 750,000 | 0 | 0 | 750,000 |
| A-C 10 Professional Development Program | 10 | 0.00 | 1,000,000 | 0 | 0 | 1,000,000 |
| A-C 11 Education Standards and Practices Board | 11 | 0.00 | 82,500 | 0 | 0 | 82,500 |
| A-C 12 ND Governor's School | 12 | 0.00 | 80,000 | 0 | 0 | 80,000 |

CHANGE PACKAGE SUMMARY

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| Description | Priority | FTE | General Fund | Federal Funds | Special Funds | Total Funds |
|--|----------|-------------|--------------------|---------------|-------------------|--------------------|
| A-C 13 ND LEAD Center | 13 | 0.00 | 15,000 | 0 | 0 | 15,000 |
| A-C 14 ND Museum of the Arts | 14 | 0.00 | 35,000 | 0 | 0 | 35,000 |
| A-C 15 ND Teacher Center Network | 15 | 0.00 | 180,000 | 0 | 0 | 180,000 |
| A-C 16 North Central Council of School Television | 16 | 0.00 | 75,000 | 0 | 0 | 75,000 |
| A-C 17 Red River Valley Writing Project | 17 | 0.00 | 5,000 | 0 | 0 | 5,000 |
| A-C 18 We the People Program | 18 | 0.00 | 4,000 | 0 | 0 | 4,000 |
| A-C 19 Young Entrepreneur Program | 19 | 0.00 | 100,000 | 0 | 0 | 100,000 |
| A-C 20 Early Childhood Learning Council | 20 | 0.00 | 20,000 | 0 | 0 | 20,000 |
| A-C 21 State Aid | 21 | 0.00 | 98,889,183 | 0 | 15,200,000 | 114,089,183 |
| A-C 22 Commission on Education Improvement Recommendat | 22 | 0.00 | 2,441,900 | 0 | 0 | 2,441,900 |
| Total Ongoing Optional Changes | | 0.00 | 111,242,055 | 0 | 15,200,000 | 126,442,055 |
| Total Optional Budget Changes | | 0.00 | 111,442,055 | 0 | 15,200,000 | 126,642,055 |
| <u>Optional Savings Changes</u> | | | | | | |
| A-G 1 3% Optional Savings Package | 1 | 0.00 | (225,854) | 0 | 0 | (225,854) |
| Total Optional Savings Changes | | 0.00 | (225,854) | 0 | 0 | (225,854) |

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| Change Group: A | Change Type: A | Change No: 1 | Priority: 1 |
|------------------------|-----------------------|---------------------|--------------------|

Federal Grant and Special Fund Adjustments

The NDLSEDS federal grant will be half used by the end of the 2009-2011 biennium. There is an adjustment to remove the first half of the NDSLEDS expenditures from the DPI budget.

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| Change Group: A | Change Type: B | Change No: 2 | Priority: 2 |
|------------------------|-----------------------|---------------------|--------------------|

Federal Stimulus Funding - Grants

Some of the Federal Stimulus Grants will not be fully expended by the end of the 2009-2011 biennium and so the Department is requesting Grant Line authority to expend these funds in the 2011-2013 biennium.

The Title I Part A ARRA Grant will not be fully expended by June 30, 2011. The estimated expenses for the 2011-2013 biennium are \$ 4,115,565.

The Title I School Improvement ARRA Grant will not be fully expended by June 30, 2011. The estimated expenses for the 2011-2013 biennium are \$ 3,052,610.

The Title II Part D Technology ARRA Grant will not be fully expended by June 30, 2011. The estimated expenses for the 2011-2013 biennium are \$ 481,410

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| Change Group: A | Change Type: C | Change No: 1 | Priority: 1 |
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General Fund Operating

The American Recovery and Reinvestment Act provided significant federal funds to States in competitive grant programs that were designed to encourage and reward the States that are creating conditions for education innovation and reform; achieving significant improvements in student outcomes; and implementing ambitious plans in four core education reform areas. This competitive way of granting federal funds is anticipated to follow through to some of the federal grants the Department has in the past received as formula grants. Because of this shift in methodology of formula grants to competitive grant funding and in order for ND to stay competitive with other states in securing contractors accustomed to working on a national level, we are asking for general funds in the operating line. These general funds will be used to assist DPI in being awarded federal competitive grant funding in lieu of the traditional formula grant funding. Federal regulations prohibit the Department from using our existing federal funds to write grants for a federal program, so general funds are being requested to develop and implement grant writing systems for the increasing number of competitive federal education grants. Using existing contract pricing it is estimated that each competitive grant proposal would cost about \$50,000 to write. The Department anticipates writing 5 competitive grants per year @ 50,000 each for a total request of \$500,000.

Another initiative in the Department is the North Dakota Indian Education Advisory Council (NDIEAC) that was authorized and funded by the 61st Legislative Assembly. The NDIEAC acts in an advisory capacity on matters such as, but not limited to, Indian student and adult Indian education needs, Indian cultural needs necessary for Indian learners, success for Indian students in schools, and professional development for teachers to promote greater understanding of the needs of Indian learners. Continuance of the NDIEAC is desired by the DPI in order to enhance communication between the Indian tribal councils and the Department relative to the unique needs of the Indian student. The Department expects to contract with a facilitator to (1) assist in receiving input and guidance from the various Indian stakeholders; (2) research and analyze the data; and (3) study the issues involved with Indian education in order to better serve the Indian student population. Additional funds of \$ 100,000 are necessary to continue and expand the work of the NDIEAC.

Finally, several of the Operating Expenses items in DPI's budget are anticipated to increase. ITD has given agencies estimates on their anticipated increases and DPI will have a significant increase in the ConnectND Hosting Fees along with several other ITD services. Based on DPI's current usage, the ITD charges alone are estimated to

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increase over \$185,880 in the upcoming biennium. In addition to ITD charges, there is anticipated increase in travel costs for Department and Non-Department staff in addition to contracting fees for summer school monitors. Some of the other areas of anticipated increases in costs include operating fees such as printing, postage, supplies and professional development costs.

The Department hereby requests an additional \$ 885,880.00 in General Fund Operating.

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| Change Group: A | Change Type: C | Change No: 2 | Priority: 2 |
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General Fund Salary

HB 1400 mandated statewide ACT or Work Keys testing for all high school juniors. The legislature also created two new North Dakota merit scholarships for graduating seniors. The North Dakota Department of Public Instruction was charged with the responsibility of implementation of the law and oversight of the testing and the scholarship program.

Implementation and administration of the statewide testing and scholarship programs require development of procedures, guidelines, timelines, training, oversight, and frequent communication with all stakeholders (ACT, NDDPI, NDUS, CTE, school administration and staff, parents and students). The application process for the scholarship program involves online application, verification of curricular and grade requirements, verification of graduation, notification of award, acceptance or deferment of award, and coordination with the NDUS for the dispersion of funds. The results from the test administration are collected and used for school, district and state analysis, as well as for the determination of scholarship eligibility. Data is also available to conduct correlation studies between various measures of high school performance and student success in college.

As part of our pay plan, we have requested a temporary position (Temp 7) to cover the additional state funds requested.

The Department hereby requests an additional \$ 76,686.00 in General Fund Salary Line.

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| Change Group: A | Change Type: C | Change No: 3 | Priority: 3 |
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MIS STARS Maintenance and Development

STARS is the primary educational data collection system used by the state. This educational data is used by DPI, ESPB, and CTE to monitor and administer state and federally mandated programs, including the payment system for distributing state aid to schools totaling \$1.2 billion over the 2009-2011 biennium and pass-through state and federal grants. The state has also just completed a web-based teacher licensure and approval and accreditation system. Both systems require ongoing maintenance including updates to funding formulas, regular data cleansing and corrections, modifications to increase performance and additional request from stakeholders for reports and data. STARS is also the primary source of federal EdFacts reporting data used to calculate much of the federal education funding received by the state. Enhancements are needed to satisfy increased data requirements as a result of the ARRA stimulus funding requirements, additional federal EdFacts reporting requirements and possible changes as a result of ESEA reauthorization. There is also a need to add more data sources including the common assessments used by the districts, ACT and WorkKeys results and granular course data. Based on the previous biennium, we estimate this will total \$384K.

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In order to keep up with increased demand for data and data linkages between partner agencies other additional enhancements are needed. Better linkages are needed between K12 programs; the Adult Education program, 21st Century program and regular education programs. There is also a need to have better linkages with BIE programs; students need to be tracked as they drift between these programs. In order to comply with mandates to track students from early childhood programs through K12 into Higher Education and Workforce, matching of unique student identifiers need to be made and stored. Based on the previous biennium, we estimate this will total. Based on the previous biennium, we estimate this will total \$180K.

We are also anticipating the possibility of major changes to the Approval and Accreditation program and changes as a result of Education Commission recommendations. Based on the previous biennium, we estimate this will total \$314K.

The Department hereby requests an additional \$ 878,000.00 in General Funds for STARS Maintenance.

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| Change Group: A | Change Type: C | Change No: 4 | Priority: 4 |
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State Assessment System

After going through the formal state procurement process, the Department issued a contract to CTB/McGraw-Hill, LLC. The new contract includes cost increases within its new cost structure, especially during the second year of the biennium. The Department also facilitates the alternate assessments' development and various assessment-impacted activities, such as the Common Core Standards developments. ND currently provides the lowest cost assessment system in the nation. The Department anticipates the need for the state to prepare for higher assessment costs arising from multi-state consortium costs for Common Core Standards-based assessments.

The Department hereby requests and additional \$ 2,373,900.00 in General Funds for the State Assessment Program.

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| Change Group: A | Change Type: C | Change No: 5 | Priority: 5 |
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Language Arts (Writing) Standards

The Commission on Education has requested an increased emphasis on writing within the state's schools, including the reporting of student achievement against the state's established language arts content standards on the North Dakota State Assessment. The Department proposes to establish achievement standards for language arts using the CTB/McGraw-Hill benchmark standards setting method. The Department would contract with approximately 75 educators to establish work committees.

The Department hereby requests and additional \$ 310,000.00 in General Funds for the Language Arts Standards.

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| Change Group: A | Change Type: C | Change No: 6 | Priority: 6 |
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BUDGET CHANGES NARRATIVE**201 Dept of Public Instruction****Bill#: SB2013****Date:** 01/13/2011**Time:** 11:09:44**Math and English Language Arts (Content Standards)**

Following discussions within the ARRA State Education Planning Committee, the state should provide support to districts and Regional Education Associations (REA) to allow for the managed transition into the state's new content standards in English language arts and mathematics. These standards are based on the Common Core Standards, which have been advanced by the National Governors' Association and the Council of Chief State School Officers. The Department of Public Instruction would issue \$ 500,000 in grants with appropriate external associations (e.g., the North Dakota Curriculum Initiative, the LEAD Center, the REAs, and the State University System) to prepare and conduct various activities that support the longer term roll out and implementation of the state's new content standards. The Department would also issue \$ 150,000 in grants or contracts to external organizations (e.g., the McRel, the North Central Comprehensive Center, the Mountain Plains Regional Resource Center, etc.) to provide technical assistance to the districts. The Department anticipates a transition period spanning the 2011-2012 and the 2012-2013 academic years to conduct curricular planning and professional development to provide for a manageable transition from the current standards and assessment model to the new standards and assessment model.

The Department hereby requests an additional \$ 650,000.00 in General Funds for the Math & English Language Arts Content Standards.

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| Change Group: A | Change Type: C | Change No: 7 | Priority: 7 |
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Foreign Language and the Arts (Standards Revision)

Following discussions within the ARRA State Education Planning Committee, the state should revise its current content standards foreign language and the arts. The Department would contract to provide a research-based assessment of recognized national standards, facilitation, and writing team membership. Each subject matter involves the following elements: (1) issuing a \$45,000 contract with McREL to prepare a national survey of quality standards documents and to draft a working first draft of standards; (2) issuing a \$100,000 contract with McREL to facilitate the development of the content standards drafts and supporting materials; (3) issuing \$150,000 in contracts and expenses to 25 educators to participate as members of the drafting committees over a span of multiple meetings.

The Department hereby requests an additional \$ 590,000.00 in General Funds for the Foreign Language & the Arts Standards Revisions.

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| Change Group: A | Change Type: C | Change No: 8 | Priority: 8 |
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Adult Education Funding

The federal allocation has decreased the past two years from \$1,597,000 to \$918,259; the number of students who have accessed the Adult Learning Centers across the state have increased in the past two years by **16%**. The majority of students continue to be ages 16-21 and bring with them increased demands for one on one instruction, special education related services, counseling, basic computer skills and job/work readiness instruction. Additionally, the numbers of students referred from our statewide partners (Vocational Rehabilitation, TANF, Workforce Safety & Insurance and Job Services) often have time sensitive plans for remedial education and GED services. The need for additional part-time staff with expertise in counseling/career counseling and special education for the 18 Adult Learning Center sites is estimated at **\$922,000**. *This funding will allow the ALC's to provide timely and quality instruction in both areas of academia and workforce preparation, thus allowing students to enter the workforce and post secondary settings sooner and with an appropriate plan for employment or post secondary that maximizes their skill level and the state economic needs. If funded, this will ensure that all students served have an appropriate plan and that students who previously received/required special education and dropped out (244 DPI estimate) or have documented disabilities (reported to be 17% of current ND VR caseloads, or approximately 272 individuals) will have access to the same*

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services. Additionally, Job Service and TANF recipients (approximately 310 and 247 respectively) will benefit from the same services. Adjudicated youth and adults in ND correctional facilities who require specialized instruction have increased 22%.

Regardless of the previous increase in state funding, the decrease of federal funds has left adult education funding "flat-lined". The cost for staff, benefits and curriculum have risen and annual allocations have not been adequate to sustain the increases without cutting services elsewhere resulting in a shorter school day and calendar year, as well as less classroom offerings during the evenings. General appropriations for continued staff/benefits, instructional needs, data collection system training and maintenance, and professional development for 18 ALC's is **\$634,800**. *Students requesting instructional time during evening sessions equaled more than 250 during the 2009-2010 program year. During the same program year, there were over 150 students on waiting lists for services. Professional development for staff is a warranted need as changes in federal law apply and the new GED series will also require increased professional development for all staff. Subsequently, the demands change the need for upgrading the data collection system.*

There continues to be a significant need for rural satellite centers; during the 2011 – 2012 school year, the plan is to partner with school districts to open 12 part time, year round centers utilizing existing school facilities and contract with retired educators. Even though the in-kind cost absorbed by the Centers and school districts, the estimated need for this activity will be **\$91,200**. *During the 2009-2010 program year, 43% of students traveled more than 60 miles one way for instructional services. If funded, the 12 satellite centers have the capability to serve an estimated 900 students currently living in rural areas, alleviating the need and expense to travel for services.*

Lastly, additional funding is warranted to allow the 12 major ALC's to provide services during the summer months. As many students want to enter post secondary programs in the fall, summer services are in great demand. Funding for part to full time summer schedules for the 12 largest programs is estimated at **\$152,000**. *During the 2009-2010 program year, it is estimated by Center Directors that 350 students would have continued in the program or newly enrolled during the months of May – August for instruction. If funded year round, the major ALC's could provide services for at least 350 students and possibly up to 400.*

The North Dakota Workforce Development Council is comprised of 24 appointed members, including partnering state agencies, who advise the governor and the public concerning the nature and extent of workforce development and economic development needs in North Dakota, and how to meet these needs effectively while maximizing the efficient use of available resources and avoiding unnecessary duplication of effort. By a formal unanimous Resolution, the Council supports the appropriation request for additional funding to support adult education as described above.

The Department hereby requests an additional \$ 1,800,000.00 in General Funds for the Adult Education Program.

Change Group: A**Change Type:** C**Change No:** 9**Priority:** 9**NDMILE**

The ND Department of Public Instruction launched a new initiative entitled, The North Dakota Moving to Improve Learning for Everyone (NDMILE) in 2009. It is a process that aids North Dakota schools in increasing student achievement and learning and assists in reducing the duplication of reporting. The NDMILE is a web-based system

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for schools to use to inform, coach, sustain, track and report instructional improvement activities. This process guides school teams through a continuous cycle of assessment, planning and monitoring school progress through the use of research-based indicators. There are currently 38 North Dakota schools in the first cohort group that use this process with plans to bring in several more groups during the 2010-2011 school year and more schools during the 2011-2013 biennium.

To ensure success for the participating NDMILE schools approximately 10 capacity builders would be contracted. Their task would be to support the NDMILE schools. The capacity builders would be located in regions so that all participating NDMILE schools within each REA would have support. The capacity builders would be experienced educators who are knowledgeable in a variety of program improvement and school reform areas. Additionally, they would have excellent leadership skills in leading change and who could provide individualized assistance and guidance to schools. The estimated cost would be \$500,000 for 10 regional capacity builders per diem and related travel expenses. The request also includes \$150,000 for professional development for school capacity building through consultant fees and expenses, training/meeting expenses, webpage development and professional resources related to program improvement and school reform. The professional development would be designed to include, capacity builders, department technical assistant providers (TAPs) and leadership teams from NDMILE schools. As more schools start to implement the NDMILE it will be necessary to add a program manager, more administrative assistance time and funding for set-up and operational expenses for the positions, at an estimated cost of \$ 100,000.

The Department hereby requests an additional \$ 750,000.00 in General Funds for NDMILE.

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| Change Group: A | Change Type: C | Change No: 10 | Priority: 10 |
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Professional Development Program

With the increased emphasis on effective teachers and leaders at the federal level, it is imperative that the ND Department of Public Instruction leads this effort for all educators and school districts. The design of the professional development plan should build capacity for all educators that will, in turn, create change in teaching practices, leadership practices, student and staff engagement and learning. The request for funding would assist the State in designing a professional development model that is systemic, sustainable and job embedded with opportunities for coaching, feedback and practice. As ND addresses the teacher and leader evaluation systems with more emphasis on student performance, it is critical for the State to lead professional development efforts to support practitioners in that process.

Professional development in North Dakota should:

1. be grounded in 21st century learning;
2. build capacity for teachers and leaders to align standards and 21st century learning;
3. develop teachers and leaders who are skilled in addressing the issues of change including how education is delivered (i.e. technology, etc.);
4. assist teachers and leaders in preparing students for the future while concurrently enhancing the economic development of North Dakota.

The State Superintendent of Public Instruction, as required by HB 1400, appointed a 22-member committee representing teachers, administrators, educational organizations and universities in ND. The full advisory committee meets 6 times per year. In addition there is subcommittee work that meets 6 to 8 times per year. The committee is required to review and provide feedback to the 180 districts on their professional development plans. The Advisory Committee will continue to meet in the following biennium as they design the next phase of delivery of professional development and develop a statewide professional development website.

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\$122,000 Professional Development Advisory Committee Meetings and Review of the Professional Development Plans

The calculations for the Professional Development Advisory Committee were taken from actual mileage, meals and lodging expenses of the current 22 advisory committee members, all of which were figured at current state rates.

1. **\$19,815** = Mileage, meals and lodging related to the 6 yearly advisory committee meetings
 - a. \$14,760 = Mileage for members outside the Bismarck metro area
 - b. \$975 = Meals for members outside the Bismarck metro area
 - c. \$4080 = Lodging for members outside the Bismarck metro area

2. **\$14,625** = Mileage, meals and lodging for the 5 different subcommittees (each subcommittee meets 3 to 5 times per year)
 - a. \$11,690 = Mileage for subcommittee members outside the Bismarck metro area
 - b. \$487 = Meals for subcommittee members outside the Bismarck metro area
 - c. \$2248 = Lodging for subcommittee members outside the Bismarck metro area

3. **\$21,840** = Review and feedback process of submitted district professional development plans by the Professional Development Advisory Committee members.
 - a. Review and feedback of 182 district professional development plans @ \$30 per hour at an estimated 4 hours of time per plan

4. **\$4720** = Operational expenses related to meetings of the Professional Development Advisory Committee and subcommittees including materials, printing, technology support, facilities, expenses for local consultants to work with the committee, and other miscellaneous expenses.

The estimated biennium cost for the design and delivery of the professional development model is \$878,000. The request includes funding for capacity building through consultant fees and expenses, training/meeting expenses, materials for the events, webpage development, professional library development and related support.

1. **265,000 to bring in consultants**

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- a. \$140,000 = Assist with the rollout of the new core standards or revised ND standards, incorporating 21st century learning and technology for digital learners, incorporating entrepreneurial knowledge and skills to build upon ND's economic development activities, and incorporating standards-based best practices. I envision at least 5 days of training delivered regionally in four sections of ND by combining the attendance of 2 REAs. This is estimated at 20 sessions per year. The primary audience would be ND teachers, teacher leaders and administrators.
 - b. \$60,000 = Provide the professional development to support newly adopted teacher and leader evaluation systems and instruments, and professional development to support leaders in identifying teaching behaviors when observing teachers using standards-based best practices with 21st century digital learners. I envision at least 2-3 days of training delivered regionally in four sections of ND by combining the attendance of two REAs. This is estimated at 8 to 12 sessions per year depending on the evaluation system that is developed. The primary audience would be ND administrators.
 - c. \$65,000 = Build a cadre of trainers for coaching and providing feedback on the two initiatives outlined above. For year two of the biennium, some of this money would shift to the trained trainers to actually go out to visit schools and coach, (job-embedded) educators on their school improvement strategies, professional development plans and their work with incorporating standards and 21st century learning and technology for digital learners.
2. **\$117,470** = Stipends, meals, mileage and lodging, and substitutes for participants in the outlined professional development.
- a. \$52,020 = 612 substitute days at \$85 per day for teachers to attend the outlined professional development
 - b. \$45,450 = Meals, mileage and lodging for participants
 - c. \$20,000 = Stipends for summer work for 200 teachers at \$100 per day for summer participation in the outlined professional development.
3. **\$56,530** = Operational expenses which include:
- a. Operational expenses for regional trainings including materials, printing, technology support, facilities and miscellaneous expenses for the defined professional development. Professional membership fees for the assistant director for ASCD, NCSD and NDCEL and attendance at national ASCD or NCSD conference.
 - b. A professional development blog website will be developed with the expertise of EduTech. This site will allow ND educators to communicate and share ideas and needs on professional development, access best practices in professional development, create exemplary professional development plans, view names of professional development trainers and companies, and access a state-wide professional development calendar. Further development and regular maintenance of the website will also require funding.

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- c. A professional development resource library will be established that would be used by ND educators, coaches and consultants in their work with ND schools. Further development and regular maintenance of the website will also require funding.

Funding request for each year of the biennium is \$61,000 for Part A and \$439,000 for Part B per year or a total of \$1,000,000 for the biennium. Funding amounts may be shifted between the years depending on how quickly initiatives such as the teacher and leader evaluation systems are completed.

During the next biennium several trainers or teams of trainers would be hired to help carry forward the professional development work started in the 2011-13 biennium. The trainers would assist schools in incorporating the right goals and strategies around the standards with the goal of increasing student achievement based on the needs of the 21st century learners.

The Department hereby requests and additional \$ 1,000,000.00 in General Funds for the Professional Development Program.

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| Change Group: A | Change Type: C | Change No: 11 | Priority: 11 |
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Education Standards and Practices Board

The Education Standards & Practices Board would like to request an additional \$ 82,500 for the National Board for Professional Teaching Standards, assessment fees and stipends. The total estimated budget for the 2011-2013 biennium includes \$ 92,500 for the National Board for Professional Teaching Standards, \$42,500 for the assessment fee, \$50,000 for the annual stipend for ND teachers currently national certified. Currently ESPB has \$102,500 in appropriated general funds and is requesting an increase of \$ 82,500.

The Education Standards & Practices Board hereby requests an additional \$ 82,500.00 in General Funds.

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| Change Group: A | Change Type: C | Change No: 12 | Priority: 12 |
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ND Governor's School

The Governor's school would like to request additional General Funds for the English Studies program.

The proposed budget is as follows:

Salaries and Wages

| | |
|-----------------|-----------|
| Administrative— | \$ 4620 |
| Instructional— | \$ 16,215 |
| Technical— | \$ 1,175 |

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Remaining Operating Expenses

| | |
|--|-----------|
| Computer equipment and software | \$2900 |
| Long-distance telephone calls | \$100 |
| Copying | \$200 |
| Travel for visiting writers 2 @ \$500 | \$1000 |
| Dormitory housing and meals | \$ 15,000 |
| Governor's School closing reception 25 @ 6 | \$150 |

TOTAL COSTS \$41,360

| | |
|----------------|-----------|
| Local Funds | (1,360) |
| Total | \$ 40,000 |
| Total Biennium | \$ 80,000 |

The North Dakota Governor's School hereby requests an additional \$80,000.00 in General Funds.

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| Change Group: A | Change Type: C | Change No: 13 | Priority: 13 |
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ND LEAD Center

The North Dakota LEAD Center has requested an additional \$15,000 in general funds. The request is based on the increase in costs to deliver services with increases in costs of supplies, transportation, equipment, and trainer fees. As those costs have risen, so has the cost of delivering services.

The North Dakota LEAD Center hereby requests an additional \$ 15,000.00 in General Funds.

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| Change Group: A | Change Type: C | Change No: 14 | Priority: 14 |
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ND Museum of the Arts

In the fall of 2004, the North Dakota Museum of Art launched an educational outreach program to encourage and empower rural school children and their teachers to actively participate in learning through the arts. Because most students attend schools without art programs, or live far from the Museum located in Grand Forks, the North Dakota Museum of Art takes its exhibitions to them, augmented with a rich assortment of ancillary programs. Thus far, the Museum has toured five exhibitions (*Snow Country Prison: Interned in North Dakota*, *Shelterbelts*, *Artists' Self-Portraits*, *Marking the Land: Jim Dow in North Dakota*, *Animals: Them and Us*) to sixty-eight rural sites with 325 surrounding town or school districts participating as well. Over 56,554 people from rural communities have seen the shows. An additional 1,135 children have participated in intensive, outdoor sculpture or indoor ceramics workshops in conjunction with the exhibitions. Beginning August 1, 2009, the Museum added a professional Artist-in-Resident to teach ceramic workshops in the communities hosting the exhibitions. In addition, 168,951 eight-page tabloids about the exhibitions have been inserted into local newspapers.

Each exhibition remains at the host site for approximately two weeks to one month, depending on the size of town, number of available volunteers, and time of year. It is not uncommon for the host organization to have to pay for heat in a donated space.

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The Museum's Rural School Initiative continues to grow and expand into small communities in North Dakota. Because of continuing demand for *Snow Country Prison*, which opened in 2004, the Museum applied for and received \$ 35,000 from the Otto Bremer Foundation (Spring 2006) to refurbish the exhibition so it can continue touring to rural schools well into 2010. All of the exhibitions reflect upon life in North Dakota. For example, *Animals: Them and Us* is probably the program's most successful exhibition in that it touches the lives of all the rural children, most of who have forged complex relationships with the animals around them. And all of the exhibitions introduce actual art objects, original paintings and sculptures and video art, rather than substitute originals with posters and internet images that are most often relegated to rural people instead of "real" art. The Rural School Initiative takes the North Dakota Museum of Art and its programs into venues in the smallest, most remote communities, often located as far as 400 miles from Grand Forks. We request an approximate 1% increase in funding in order to cover escalating transportation, print, and health insurance costs.

The North Dakota Museum of the Arts hereby requests an additional \$ 35,000.00 in General Funds.

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| Change Group: A | Change Type: C | Change No: 15 | Priority: 15 |
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ND Teacher Center Network

Since their inception over 30 years ago, teacher centers have been providing professional development to educators throughout North Dakota. The North Dakota Teacher Center Network is a major contributor to professional development for educators in North Dakota and will continue to serve educators as new networks are formed to support the teachers of the state.

Over time, the North Dakota Teacher Center Network (NDTCN) has expanded across the state to serve schools and educators through three fundamental goals:

1. Deliver professional development based on research and best practices.
2. Facilitate joint projects and exchange of services between K-12 schools, including REAs, state agencies, and institutions of higher education for professional development of pre-service and in-service teachers.
3. Communicate via printing and/or electronic mediums to all constituents via a monthly newsletter.

The mission statement reflects the NDTCN's commitment to educators: "...assists practicing teachers, education students, and other educational personnel in professional knowledge and skill development to improve the learning of students."

Teacher Centers have evolved over the past few years.

- They are working directly with universities to work with pre-service teachers as well as to co-sponsors events.
- With the addition of the Regional Education Associations (REAs) in North Dakota, the teacher centers are partnering with REAs to grow the professional opportunities for educators. The two entities are complimentary to one another and work very closely together. Three of the teacher centers are co-located with the REA in their regions.
- Teacher Centers with their years of experience and contacts work as the "glue" to bring agencies together to sponsor workshops of interest to educators.

The Network funding request for the 2011-2013 biennium is \$540,000; this would allow \$270,000 per year, or \$30,000 per Teacher Center per year. Current funding does not allow each TC to employ full time year round staff, no administrative assistant time, minimal travel time, nor technology funds. As TC's work more closely with NDEA, REA's and ESPB, the need for technology to reach a wider audience is warranted.

The North Dakota Teacher Center Network hereby requests an additional \$ 180,000.00 in General Funds.

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| Change Group: A | Change Type: C | Change No: 16 | Priority: 16 |
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BUDGET CHANGES NARRATIVE**201 Dept of Public Instruction****Bill#: SB2013****Date:** 01/13/2011**Time:** 11:09:44**North Central Council of School Television**

The North Central Council for School Television (NCCST) is a 46-year-old non-profit organization of North Dakota schools that originally put public broadcasting on the air and currently contracts with Prairie Public to administer its mission providing a virtual service center in support of four key areas of unmet needs in members' schools: easily accessible, classroom multimedia resources available by broadcast and the Web; professional development that identifies multimedia resources and integrates media technology in the curriculum; programs that address literacy and school readiness deficiencies; and North Dakota multimedia resources on the Web to support the North Dakota Studies curriculum.

Through its partnership with Prairie Public, the NCCST leverages the vast resources of local and national public broadcasting services as well as public media grant opportunities and relationships with other regional agencies to achieve advancement in these areas. Today the NCCST supports preK-12 services including classroom resources and teacher effectiveness training, an early childhood education literacy initiative for preK-3, on-site and online professional development for preK-12 teachers, a multimedia website for ND Studies resources, and numerous other digital video and preK-12 outreach projects.

Going forward the NCCST recognizes that to increase student achievement levels, effective teaching practices depend less on standardized textbooks and more and more on educational multimedia resources and learning modules to supplement local curriculum. To meet this and the its ongoing needs, the NCCST is requesting a total of \$520,000 for the biennium, increasing its financial support for obtaining engaging student learning activities, downloadable instructional video, and a wealth of other teacher resources from easily accessible websites by \$10,000. The Board also identifies the need to continually upgrade technology platforms and has budgeted \$40,000 to provide access at no cost to area schools to a valuable online repository of video and learning objects from PBS stations across the nation, the Digital Learning (DLL); continued support for the partnership with Learn 360 for an affordable streaming video service for all schools in the state; and an upgrade for the NDStudies.org content management system (one-time funding), in addition to an increase of content development for that site.

To cost-effectively use the limited but valuable resources available to North Dakota teachers, the NCCST Board also is increasing its financial support by \$25,000 for face-to-face teacher training in integrating the curriculum-based PBS programming and correlating activities and obtaining and using other public media and specific North Dakota multimedia resources in classroom lesson planning. A portion of this funding will also leverage a Prairie Public grant opportunity for North Dakota teachers in offering additional Teacher Training Institutes integrating arts, history and culture across the curriculum.

The North Central Council of School Television hereby requests an additional \$ 75,000.00 in General Funds.

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| Change Group: A | Change Type: C | Change No: 17 | Priority: 17 |
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Red River Valley Writing Project

The Red River Valley Writing Project, (RRVWP) based in Grand Forks, is one of two National Writing Project sites in North Dakota. The mission of the writing project is to improve writing instruction at all grade levels, across all subject areas. Each site offers programs in three areas: summer institutes for teachers, continued training for teachers who have participated in summer institutes, and in-services/staff development provided to local schools by site-trained teachers. The RRVWP uses its state funding primarily in the third area. For the 2011-2013 biennium we request a \$ 5,000 increase over the current funding of \$70,000. The requested increase in funding is primarily for anticipated rising costs of travel and other costs.

The Red River Valley Writing Project hereby requests an additional \$ 5,000.00 in General Funds.

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| Change Group: A | Change Type: C | Change No: 18 | Priority: 18 |
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We the People Program

The We the People Program (WTP) would like to request funding of \$ 11,000 per year for a biennium total of \$ 22,000 in General Funds for the winning classes of the We the People: Citizen and the Constitution state competition. This funding assists North Dakota high school students attending the national WTP competition. Held annually, more than 50 teams from across the nation compete in Washington, DC and engage in a simulated congressional hearing competition. In North Dakota, students continue to engage in this congressional hearing civic education initiative; this authentic interactive model creates opportunities for civic growth and provides our young people with opportunities to learn more about the importance of civic engagement. World Strides, a national travel agency, is responsible for organizing and chartering travel for all winners of the National We the People competition. The disbursement from ND will defray costs associated with the winning high school class attending the National We the People Competition.

The We The People Program hereby requests an additional \$ 4,000.00 in General Funds.

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| Change Group: A | Change Type: C | Change No: 19 | Priority: 19 |
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Young Entrepreneur Program

The Young Entrepreneur Education Program is requesting an increase because the program will double in size and scope in the next two years. The program is proving to be an effective and popular program among school districts, economic development organizations and youth leadership groups for teaching youth and their teachers the skills and attitudes associated with business ownership and community development. During the 2011-2013 biennium, the program will add at least 6 new sites for the one week summer camps. In addition, they intend to expand their efforts at the current summer camp locations by adding year-round programs for youth entrepreneurship and leadership.

The funding increase is requested for the following:

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| Pay for six new summer camps | \$ 33,000. |
| Initiate a pilot program of year-round entrepreneurship & youth leadership education by organizing local Youth Leadership Councils at three existing sites. | \$ 18,000 |
| Increase the ¼ Assistant Director position to ½ | \$ 20,000 |
| Increase the ¾ Program Director to full time | \$ 29,000 |

The Young Entrepreneur Education Program hereby requests an additional \$100,000.00 in General Funds.

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| Change Group: A | Change Type: C | Change No: 20 | Priority: 20 |
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Early Childhood Learning Council

BUDGET CHANGES NARRATIVE**201 Dept of Public Instruction****Bill#: SB2013****Date:** 01/13/2011**Time:** 11:09:44

HB 1400 Section 43 Created a North Dakota Early Childhood Education Council and funded the reimbursement of Council members travel expenditures with \$20,000 in SFSF - Other Government Services Funds. The Council duties include:

1. Review the delivery of early childhdod education in this state
2. Conduct a needs assessment
4. Review early childhood education standards and propose revisions to the standards as needed
5. Develop a comprehensive plan governing the delivery of early childhdod education is the state
6. Provide a biennial report regarding its activities to the Governor and legislative council.

This optional request is a continuation of the council in the amount of \$20,000.

The Department hereby requests an additional \$ 20,000 in General Funds Operating for the Early Childhood Education Council.

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| Change Group: A | Change Type: C | Change No: 21 | Priority: 21 |
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State Aid - State Aid Recommendations from Education Commission

This change package includes adjustment to the State School Aid Line as recommended by the Commission on Education Improvement in their report published October 18, 2010 (Second Draft).

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| Change Group: A | Change Type: C | Change No: 22 | Priority: 22 |
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Commission on Education Improvement Recommendations - Commission on Education Improvement Recommendations

This change package includes recommendations from the ND Commission on Education Improvement from their report published October 18, 2010 (Second Draft).

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| Change Group: A | Change Type: D | Change No: 1 | Priority: 1 |
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Education Standards and Practices Board IT - ESPB and Approval & Accreditation Mainframe Rewrite

The Department of Public Instruction and the Education Standards and Practices Board share a mainframe and have spent the past six years developing a database capable of meeting the data reporting demands that were required by federal and state laws. The ultimate goal of the project is to provide services to school districts and teachers to reduce their reporting burdens and the ability to provide quality and timely information to data consumers. Programmers have a very difficult time, because of the shared system, identifying who should be responsible financially for the programming and maintenance that is needed to maintain the system.

During the years as the mainframe was rewritten into a modern database, federal laws have changed to require additional reporting requirements for North Dakota to continue to received federal education dollars. As an example, an increasing number of state now connect teacher and student information systems. Another example, the Bush Foundation working with two of ND institutions, will be linking student data to teacher data to the institution.

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The development and maintenance costs of the new requirements for the shared database is far beyond what the ESPB can afford with a budget based on teacher licensure fees coupled with the concerns of the programmers and the interlink ages of the data between DPI and ESPB.

The Education Standards & Practices Board hereby requests an additional \$ 200,000.00 in General Funds

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| Change Group: A | Change Type: E | Change No: 1 | Priority: 1 |
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Remove Prior Biennium One-Time

This optional change package will remove the prior biennium one-time funding amounts.

Federal Stimulus Funds 2009 (Section 3, HB 1013) \$ 67,379,051

Federal Stimulus Funds 2009 (Section 4, HB1013) \$ 346,348

One Time appropriation for STARS \$ 500,000.

One Time appropriation for personal finance curriculum \$ 25,000

One Time appropriation for national board certification fund \$ 500,000

One Time appropriation for Geographic Alliance \$ 226,000

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| Change Group: A | Change Type: G | Change No: 1 | Priority: 1 |
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3% Optional Savings Package - 3% Optional Savings Package

At the request of the Governor, a 3% optional savings package has been prepared. The savings will be from Line 20178 - Transportation Efficiency (\$30,000.) and 20130 Operating Line (\$195,854.)

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| Change Group: R | Change Type: A | Change No: 10 | Priority: |
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Commission Recommendations

This recommendation adds \$99.7 million (\$84.5 million from the general fund; \$15.2 million from the state tuition fund) to provide funding for recommendations of the Governor's Commission on Education Improvement, as follows:

- \$92.3 million for state school aid
 - \$54.3 million to continue state school aid payments at the current rate of \$3,779 per student.
 - -\$2.4 million for the net effect of various formula revisions.
 - \$40.0 million to increase the per student state aid payment rate.
 - \$400,000 to increase grants to regional education associations (REA's).
- \$5.0 million for transportation grants.

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- \$500,000 for special education contracts.
- \$678,400 for the estimated costs of administering the ACT test, including the writing section, to all eleventh grade students in North Dakota.
- \$5,000 for the cost of tracking software to assist the department in determining eligibility for North Dakota Scholarships.
- \$122,000 for costs associated with the professional development advisory committee established by the 2009 legislature.
- \$100,000 for curriculum alignment grants to improve the alignment of language arts between high schools and institutions of higher education.
- \$461,500 for the establishment of a mentoring program for new principals.
- \$125,000 for grants of up to \$5,000 per classroom to assist schools making safety compliant space available for licensed pre-kindergarten programs.
- \$150,000 for continuing education grants for pre-school teachers.
- \$300,000 for costs associated with the alternative teacher compensation system review panel and a contracted program adviser.

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| Change Group: R | Change Type: A | Change No: 30 | Priority: |
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Additional General Fund Operating

This recommendation increases the department's base budget request for operating by \$551,880 for the following:

- \$200,000 for contracted grant writing consultants to assist the department in applying for competitive grants.
- \$66,000 to continue the North Dakota Indian Education Advisory Council.
- \$185,880 to provide funding for anticipated increased ITD charges.
- \$100,000 for other inflationary increases.

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| Change Group: R | Change Type: A | Change No: 40 | Priority: |
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General Fund Administrative Salaries

This recommendation provides \$76,692 from the general fund to allow state funds to be used to pay for state administrative responsibilities relating to the North Dakota Scholarship Program.

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| Change Group: R | Change Type: A | Change No: 60 | Priority: |
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State Assessment Program

This recommendation provides \$763,586 to increase state funding for assessment programs from \$1.4 million to \$2.2 million.

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| Change Group: R | Change Type: A | Change No: 70 | Priority: |
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National Board Certification Program

This recommendation provides an additional \$82,500 for teacher stipends and assessment fees paid by the ESPB through the National Board Certification Program. Funding for the program is increased from \$102,500 to \$185,000.

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| Change Group: R | Change Type: A | Change No: 90 | Priority: |
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Misc. Grant Increases

This recommendation provides \$29,000 to increase the following grant programs:

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- \$15,000 to increase funding for the North Dakota Museum of Art from \$345,000 to \$360,000.
- \$4,000 to increase funding for the We the People program from \$18,000 to \$22,000.
- \$10,000 to increase funding for the Young Entrepreneur Education program from \$100,000 to \$110,000.

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| Change Group: R | Change Type: A | Change No: 100 | Priority: |
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Property Tax Relief - Mill Levy Reduction

This recommendation increases the property tax relief - mill levy reduction program from \$295.0 million to \$341.8 million for the 2011-13 biennium. For the 2009-11 biennium, permanent oil tax trust fund moneys were transferred to the general fund and the property tax relief sustainability fund to fund the program. For the 2011-13 biennium, moneys are appropriated directly from the permanent oil tax trust fund.

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| Change Group: R | Change Type: A | Change No: 120 | Priority: |
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Additional State School Aid

This recommendation provides an additional \$2.0 million (\$1.9 million from the general fund; \$138,000 from the state tuition fund) to increase state school aid. At the time the Commission on Education Improvement made its recommendation to increase state school aid by \$92.3 million, it was anticipated that based on the estimated number of students, per student payments would increase \$100 each year, from \$3,779 in 2010-11, to \$3,879 in 2011-12, and to \$3,979 in 2012-13. However, subsequent to the Commission finalizing its recommendations, fall 2010 student enrollment information became available, indicating a significant increase in the number of students. Based on revised enrollment projections, an increase of \$103.3 million, \$11.0 million more than the Commission recommendation, would be required to increase per student payments by \$100 each year. Using revised enrollment projections, the funding level recommended by the Commission would increase payments by only \$65 per student each year. In addition to the \$2.0 million provided in this adjustment, authority is recommended to allow the department to carryover \$9.0 million of remaining 2009-11 state school aid authority to the 2011-13 biennium to be used to increase per student payments in that biennium.

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| Change Group: R | Change Type: A | Change No: 130 | Priority: |
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Early Childhood Learning Council

This recommendation provides \$20,000 from the general fund for expenses of the early childhood learning council, established by the 2009 legislature.

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| Change Group: R | Change Type: B | Change No: 20 | Priority: |
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Reallocate Line Items

The 2009 legislature appropriated \$16.8 million for one-time supplemental operations grants to school districts. For the 2011-13 biennium, this funding is reallocated to the state school aid line.

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| Change Group: R | Change Type: B | Change No: 50 | Priority: |
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IT Application Maintenance

This recommendation provides \$384,000 from the general fund for required updates and maintenance of the department's STARS application. The STARS application is the primary system used to collect educational data from school districts.

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| Change Group: R | Change Type: B | Change No: 80 | Priority: |
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ESPB Database

This recommendation provides \$200,000 from the general fund to allow the ESPB teacher database project to be completed in compliance with federal requirements.

Change Group: R**Change Type:** B**Change No:** 110**Priority:**

Education Jobs Fund Program

This recommendation provides federal spending authority for the \$21.5 million awarded to the state through the Education Jobs Fund program. Up to \$274,878 is authorized for administrative expenses and the remaining \$21.2 million for grants to school districts. An emergency clause is included to allow the funds to be distributed during the 2010-11 school year.